

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Hemingway High School Annex

District: Williamsburg County

Principal: Levi Keith, II

Superintendent: Ralph Fennell, Jr.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Hemingway High School Annex (HHSa), located in the town of Hemingway in the northeast corner of Williamsburg County, serves grades seven and eight. Currently 182 middle school students (80 seventh graders and 102 eighth graders) are enrolled in HHSa of which 87% are African American and 10% are Caucasian. The remaining 3% are of Hispanic descent. The poverty level for HHSa is approximately 85 percent, the student attendance on the 2007 Report Card was 95.7 percent, while students older than usual for grade level represented 3.8% percent of the school population. Twenty-eight percent of students receive special education/resource services.

HHSa has 21 certified staff members and 7 paraprofessionals; of which, 23 are female and 5 are male. Eight employees are new to the middle school this year and two teachers have been in the profession for less than 5 years. Of the 6 international teachers in the middle school, four are new this year, one is in her second year, and one is in her third and final year. In addition, one faculty member is a Teacher Specialist on Site (TSOS).

According to the 2007 Report Card, 83.7% of our teachers are returning from the previous year, 29.7% have emergency or provisional certificates, 64.1% of our teachers have advanced degrees and 59.0% are continuing contract. Our teacher attendance rate was 94.4%.

The Principal is new to the school for the 2008-2009 school year; however, he has 38 years of experience, 23 of those in administration. The Assistant Principal is in her fourth year at the school. The average student-teacher ratio in core subjects is 17.0 to 1, and HHSa is in its second year of single gender classes. Prime instructional time is at 88.8% and the school is SACS accredited. Approximately 75% of the parents attend parent-teacher conferences and opportunities for the arts are good. The average expenditure spent per pupil is \$6,126 while 61.9% of expenditures are for instruction and 55.0% of expenditures are for teacher salaries.

HHSa PACT results from Spring 2006, 2007 (Report Cards) and 2008 (Grade Summary Reports) are shown below and on the next page:

Percentage of Students Scoring Basic or Below							
7 th Grade	2006	2007	2008	8 th Grade	2006	2007	2008
ELA	93.4%	85.5%	86.8%	ELA	90.3%	95.9%	90.0%
Math	89.6%	82.0%	69.1%	Math	89.5%	95.0%	92.9%
Science	83.0%	82.4%	82.9%	Science	95.6%	95.8%	89.3%
Social Studies	94.4%	89.9%	70.6%	Social Studies	94.8%	98.0%	95.6%

Percentage of Students Scoring Proficient or Advanced							
7 th Grade	2006	2007	2008	8 th Grade	2006	2007	2008
ELA	6.6%	14.4%	13.2%	ELA	9.7%	4.0%	10.0%
Math	10.3%	18.0%	30.9%	Math	10.5%	5.1%	7.1%
Science	17.0%	17.6%	17.2%	Science	4.4%	4.3%	10.8%
Social Studies	5.7%	10.1%	29.4%	Social Studies	5.3%	2.0%	4.5%

In analyzing this data, it is evident that the large percentage of students scoring Basic and Below Basic must be addressed in order to meet expected progress. A variety of strategies will be utilized to address this problem.

Other data analyzed included the MAP Grade Reports for 7th and 8th grade reading, mathematics and science. Each student was administered the MAP Fall assessment in reading and math from September 2 to September 19; science was administered October 9 & 10.

Fall	Mean RIT Grade 7	Spring	Target Mean RIT Grade 7	Difference	Average Growth
Reading	205.4	Reading	208.8	3.3	
Math	216.5	Math	222.5	4.6	
Science Concepts & Processes	199.2	Science Concepts & Processes	204.0	4.8	
Fall	Mean RIT Grade 8	Spring	Target Mean RIT Grade 8	Difference	Average Growth
Reading	209.3	Reading	212.5	3.1	
Math	220.8	Math	226.0	4.3	
Science Concepts & Processes	199.8	Science Concepts & Processes	205.9	6.1	

The chart above shows the Fall Mean RIT scores and the target Spring Mean RIT scores. The difference is the amount of the mean student growth goal which was derived from the 2005 Normative data below for Reading, Mathematics and Science. The Average Growth column will be completed at the end of the year.

NORMATIVE DATA FOR SCIENCE, READING & MATHEMATICS									
	Science Concepts & Processes (RIT Values)			Reading Achievement (RIT Values)			Mathematics Achievement (RIT Values)		
Grade	Fall Mean	Spring Mean	Difference	Fall Mean	Spring Mean	Difference	Fall Mean	Spring Mean	Difference
7	207.7	212.5	4.8	214.8	218.1	3.3	223.4	228.0	4.6
8	210.0	216.1	6.1	218.2	221.3	3.1	228.5	232.8	4.3

The chart on the previous page is a compilation of several charts pulled from the NWEA web site dealing with 7th and 8th graders. These Normative Data charts are used to compare class or grade-level performance to the performance of students in the same grade. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level. The highlighted areas identify the achievement that we expect our students in grade 7 and 8 to achieve from the Fall to the Spring administration of MAP.

In order to determine the Focused School Renewal Plan (FSRP) goals, the School Renewal Plan was reviewed along with the ERT Report, last year's Focused School Renewal Plan and the above mentioned data. The goals of the FSRP concentrate specifically on student academic achievement. The strategies to address each goal were developed through input from members of the School Leadership Team, who met several times to work on goals and strategies. Rough drafts of the plan were given to the middle school faculty for input, discussed in faculty meetings, and reviewed in grade-level meetings to secure faculty buy-in and approval. The School Improvement Council also reviewed and provided input on the plan.

The four student achievement goals include the following:

From the Fall to the Spring administration of MAP as measured by NWEA's Grade Report by Subject,

- 70% of 7th grade students' reading MEAN RIT score will increase by an overall average of 3.3 points, and 70% of 8th grade students' reading MEAN RIT score will increase by an overall average of 3.1 points
- 70% of 7th grade students' math MEAN RIT score will increase an overall average of 4.6 points, and 70% of 8th grade students' math MEAN RIT score will increase by an overall average of 4.3 points
- 50% of the students' MEAN RIT score in 7th grade science will increase an overall average of 4.8 points, and 50% of the students' MEAN RIT score in 8th grade science will increase an overall average of 6.1 points

Using a district-developed pre- and post-Social Studies Benchmark test aligned to the Anderson 5 curriculum,

- 50% of the students in 7th and 8th grade social studies will demonstrate a passing score of 70 or more.

Using Best Practices such as differentiating instruction, DesCartes, standardized test reviews, Academy of Reading and Math, and the Reading Period/Blitz class will allow teachers to identify areas of weakness and target these areas during instruction.

Providing staff development on differentiated instruction, use of DesCartes, the Academies of Reading and Math and Apex, reviewing and providing feedback on lesson plans, and completing at least one teacher observation per week in ELA, math, science and social studies will hold teachers accountable for planning for instruction, delivering instruction and then assessing instruction.

The district has purchased the Anderson 5 curriculum for grades Pre-K to 8 in all four core content areas. All elementary and middle schools are in the process of implementing the curriculum into the classrooms. Staff development on using the curriculum is on-going and resources are being provided as funds are available.

The Principal of the school is setting a new tone and developing a new culture at Hemingway High School Annex. "Something Good is Going to Happen Today," is the school song that is played during the morning announcements. The school theme for the year is "Circling the Wagons—Moving from Good to Great." Bi-monthly collaborative grade level meetings will help him to keep teachers focused on the data and on student achievement.

School Timeline

July 2008

- Revise master schedule to include 40 minute Reading class
- Create lesson plans for the Blitz class
- Develop 2008-2009 staff development calendar (local)
- Revise lesson plan template to include differentiated instruction (DI) and daily standardized test review (STR)
- Renew licenses for MAP (district)
- Complete technology upgrades (district)
- Create professional development calendar (district)

August 2008

- Administer Fall MAP reading and math tests
- Administer pre-tests in English 1, Algebra 1, science, and social studies
- Analyze PACT data
- Implement 40 minute Reading class
- Review class journals and SSR logs
- Complete MAP Goal Setting sheets in ELA and Math
- Provide differentiated instruction (DI) and daily standardized test reviews (STR)
- Schedule all targeted students into Academy of Reading and Math lab and Apex lab
- Include Best Practices (read alouds, SC streaming, STC kits, and COWs) in instruction
- Monitor use of EOC resources in instruction
- Complete at least 1 classroom observation weekly and provide immediate feedback
- Monitor use of Best Practices in classroom instruction
- Review weekly lesson plans and provide feedback
- Schedule follow-up conferences with teachers
- Initiate Administrative Team (AT) and School Leadership Team (SLT) meetings
- Provide staff development in differentiated instruction, MAP training, use of Descartes, Academy of Reading and Math lab and Apex lab
- Collect staff development documentation and feedback forms
- Monitor weekly CAI lab reports

September 2008

- Conduct ongoing AT and SLT meetings
- Administer Fall MAP Science tests
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Develop timeline of classroom observations (district)
- Conference with principal after observations (district)
- Develop incentive plan for students and locate funding sources (district)

October 2008

- Conduct ongoing AT and SLT meetings
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations

November 2008

- Conduct ongoing AT and SLT meetings
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations

December 2008

- Conduct ongoing AT and SLT meetings
- Administer Winter MAP tests
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations

January 2009

- Conduct ongoing AT and SLT meetings
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations
- Follow district incentive plan for students

February 2009

- Administer post-test in social studies
- Conduct ongoing AT and SLT meetings
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations

March 2009

- Conduct ongoing AT and SLT meetings
- Administer Spring MAP tests
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations
- Follow district incentive plan for students

April 2009

- Conduct ongoing AT and SLT meetings
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations

May 2009

- Conduct ongoing AT and SLT meetings
- Conduct ongoing weekly classroom observations
- Provide ongoing staff development in Professional Learning Communities (PLCs)/Curriculum Focus Meetings
- Continue to monitor Reading class
- Continue to monitor Academy of Reading and Math lab and Apex lab
- Continue to review weekly lab reports with AT
- Monitor timeline of classroom observations by district instructional supervisors
- Monitor district facilitators' conferences with principal following observations
- Follow district incentive plan for students

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 70% of 7th grade students' reading MEAN RIT scores will increase by an average of 3.3 points and 70% of 8th grade students' reading MEAN RIT scores will increase by an average of 3.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use Fall MAP RIT scores to set individual target growth goals with students in ELA.	ELA Teachers Admin Team (AT) Title I Facilitator (TIF)	August 2008	Setting specific individual target growth goals will motivate students and provide incentives for improvement. Teachers will work with students to complete Goal Setting Sheets; sheets will be reviewed by the AT; parents will sign the sheets during Parent/Teacher Conferences. The TIF will collect all the documentation and submit a summary report to the Principal after each MAP administration.
Provide differentiated instruction (DI) and daily standardized test reviews (STRs) to enhance academic achievement.	Teachers Administrative Team (AT) Title I Facilitator (TIF)	August 2008	Differentiated instruction (DI) and daily standardized test reviews (STRs) will address the needs of individual students who learn at different rates and have a wide range of abilities and experiences. Revise the lesson plan form to include DI and daily STRs; the AT will revise and disseminate. Teachers will include DI and STRs on their weekly lesson plans; the AT will review plans and check off weekly for inclusion of DI and STRs. The AT will schedule weekly classroom observations using the school's observation form to ensure that DI and STRs are taking place; follow-up will occur in writing or in a conference. The TIF will collect all documentation.
Utilize the Academy of Reading (AR) to address individual ELA needs of below basic students and students with IEPs.	Lab Proctors ELA Teachers Administrative Team (AT)	August 2008	The Academy of Reading will be used to target students for significant gains on reading MAP RIT scores. Schedule all targeted students into the AR lab every day

	Title I Facilitator (TIF)		for 30 minutes; the AT will review student schedules to make sure that all targeted students are scheduled into the lab. The proctor will pre-test all students to determine baseline scores. The proctor will run weekly reports; ELA teachers and the AT will review reports. The TIF will collect the weekly reports and provide a monthly summary for the Principal.
Create one 35-minute Reading period/ELA Blitz (5-10 minute PACT mini lesson, 15-20 minute Sustained Silent Reading (SSR), and 5-10 minutes of reflective journal writing) to provide additional academic assistance in ELA. The 35 minutes will be added to the end of the 4 th period class. (PACT mini lessons will be provided in the four content areas on a two week rotation basis.)	Principal ELA Teachers Title I Facilitator (TIF)	August 2008	<p>Providing extended learning time for PACT-based mini lessons and encouraging reading will support the attainment of this goal.</p> <p>Revise the Master Schedule to include the 35-min. class; the Principal will revise the schedule. The English Department will provide lesson plans for two weeks for the extra 35-minute ELA class. Teachers will review student journals and SSR logs. Blitz work will count 10% of the 4th period content area grade. The TIF will collect all documentation and prepare a quarterly report for the principal.</p>
Utilize the APEX lab to provide additional instruction on English Foundations.	Asst. Principal Lab Proctor Title I Facilitator (TIF)	Sept. 2008	<p>Providing additional instruction on English foundations will help students to improve academic achievement in ELA.</p> <p>Schedule all ELA classes in the APEX lab every other week for 1 hour of remediation and/or enrichment. The Assistant Principal will develop the schedule. Lab work will count 10% in the students' ELA class. Proctors will run monthly reports. The TIF will collect and provide a quarterly summary for the Principal.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 70% of 7th grade students' math MEAN RIT scores will increase by an average of 4.6 points and 70% of 8th grade students' MEAN RIT scores will increase by an average of at least 4.3 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use Fall MAP RIT scores to set individual target growth goals with students in math.	Teachers Admin Team (AT) Title I Facilitator (TIF)	August 2008	Setting specific individual target growth goals will motivate students and provide incentives for improvement. Teachers will work with students to complete Goal Setting Sheets; sheets will be reviewed by the AT; parents will sign the sheets during Parent/Teacher Conferences. The TIF will collect all the documentation and submit a summary report to the Principal after each MAP administration.
Provide differentiated instruction (DI) and daily standardized test reviews (STRs) to enhance academic achievement.	Teachers Administrative Team (AT) Title I Facilitator (TIF)	August 2008	Differentiated instruction (DI) and daily-standardized test reviews (STRs) will address the needs of individual students who learn at different rates and have a wide range of abilities and experiences. Revise the lesson plan form to include DI and daily STRs; the AT will revise and disseminate. Teachers will include DI and STRs on their weekly lesson plans; the AT will review plans and check off weekly for inclusion of DI and STRs. The AT will schedule weekly classroom observations using the school's observation form to ensure that DI and STRs are taking place; follow-up will occur in writing or in a conference. The TIF will collect all documentation.
Utilize the Academy of Math (AM) to address individual math needs of below basic students and students with IEPs.	Lab Proctors Teachers Administrative	August 2008	The Academy of Math will be used to target students for significant gains on math MAP RIT scores.

	Team (AT) Math Teachers Title I Facilitator (TIF)		Schedule all targeted students into the AM lab every day for 30 minutes; the AT will review student schedules to make sure that all targeted students are scheduled into the lab. The proctor will pre-test all students to determine baseline scores. The proctor will run weekly reports; math teachers and the AT will review reports. The TIF will collect the weekly reports and provide a monthly summary for the Principal.
Utilize the Reading Period/Math Blitz every day for two weeks to provide academic enrichment in Math. (PACT mini lessons will be provided in the four content areas on a two week rotation basis.)	Asst. Principal Math Teachers Title I Facilitator (TIF)	November 2008	<p>Providing extended learning time for PACT-based mini lessons and encouraging math usage will support the attainment of this goal.</p> <p>Teachers will use the Blitz schedule to know when to teach math concepts. The Assistant Principal will prepare and provide the schedule. The Math Department will develop and disseminate lesson plans for the teachers for the Blitz. Students will summarize the day's lesson in their math journal; teachers will review the journals weekly; blitz work will count 10% of the 4th period content area grade. The TIF will collect all documentation and prepare a quarterly report for the Principal.</p>
Utilize the APEX lab to provide additional instruction on Math Foundations.	Asst. Principal Lab Proctor Math Teachers Title I Facilitator (TIF)	August 2008	<p>Providing additional instruction on Math foundations will help students to improve academic achievement in math.</p> <p>Schedule all math classes in the APEX lab every other week for 1 hour of remediation and/or enrichment. Assistant Principal will develop the schedule. Lab work will count 10% in the students' math class. Proctors will run monthly reports. The TIF will collect and provide a quarterly summary for the Principal.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, 50% of the students in 7th grade science will increase by an overall average of 4.8 points and 50% of the students in 8th grade science will increase by an overall average of 6.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use Fall MAP RIT scores to set individual target growth goals with students in science.	Science Teachers Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	Setting specific individual target growth goals will motivate students and provide incentives for improvement. Teachers will work with students to complete Goal Setting Sheets; sheets will be reviewed by the AT; parents will sign the sheets during Parent/Teacher Conferences. The TIF will collect all the documentation and submit a summary report to the Principal after each MAP administration.
Use a variety of instructional strategies to provide active student engagement.	Science Teachers Administrative Team (AT)	August 2008	Using a variety of instructional strategies will address the needs of individual students. Teacher lesson plans will indicate when and how such strategies as the COW, teacher read alouds, SC video streaming, and STC kits will be used; the AT will review lesson plans. The AT will observe classrooms using the school's observation form to ensure that at least three strategies are used in each lesson. Teachers will be provided feedback immediately. If necessary, a conference will be scheduled with the teacher to discuss any concerns.
Utilize the Reading Period/Science Blitz every day for two weeks to provide academic enrichment in Science. (PACT mini lessons will be provided in the four content areas on a two week rotation	Science Teachers Title I Facilitator (TIF)	Nov. 2008	Providing extended learning time for PACT-based mini lessons and encouraging science usage will support the attainment of this goal.

basis.)			Teachers will use the Blitz schedule to know when to teach science concepts. The Assistant Principal will prepare and provide the schedule. The Science Department will develop and disseminate lesson plans for the teachers for the Blitz. Students will summarize the day's lesson in their science journal; teachers will review the journals weekly; blitz work will count 10% of the 4 th period content area grade. The TIF will collect all documentation and submit a report each quarter to the Principal.
Provide differentiated instruction (DI) and daily standardized test reviews (STRs) to enhance academic achievement.	Science Teachers Administrative Team (AT) Title I Facilitator (TIF)	August 2008	<p>Differentiated instruction (DI) and daily standardized test reviews (STRs) will address the needs of individual students who learn at different rates and have a wide range of abilities and experiences.</p> <p>Revise the lesson plan form to include DI and daily STRs; the AT will revise and disseminate. Teachers will include DI and STRs on their weekly lesson plans; the AT will review plans and check off weekly for inclusion of DI and STRs. The AT will schedule weekly classroom observations using the school's observation form to ensure that DI and STRs are taking place; follow-up will occur in writing or in a conference. The TIF will collect all documentation.</p>
Utilize the APEX lab to provide additional instruction on Science.	Principal Lab Proctors Science Teachers Administrative Team (AT) Title I Facilitator (TIF)	August 2008	<p>Providing additional instruction in Science will help students to improve academic achievement in this area.</p> <p>Schedule all Science classes in the APEX lab every other week for 1 hour of remediation and/or enrichment. The Assistant Principal will develop the schedule. Lab work will count 10% in the students' science class. Proctors will run monthly reports. The TIF will collect and provide a quarterly summary for the Principal.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: By April 1, 2009, 50% of the students in 7th and 8th grade social studies will demonstrate a passing score of 70 or more as measured by a district–developed Social Studies Benchmark test aligned to the Anderson 5 curriculum. The pre-test will be administered in the Fall of 2008 and the post-test in the Spring of 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use a variety of instructional strategies to provide active student engagement.	Social Studies Teachers Teacher Specialist on Site (TSOS) Administrative Team (AT)	August 2008	<p>Using a variety of instructional strategies will address the needs of individual students.</p> <p>Teacher lesson plans will indicate when and how strategies such as the COW, teacher read alouds, SC video streaming, notetaking, graphic organizers, etc. will be used; the AT will review lesson plans and check off weekly for inclusion of at least three different instructional strategies each class period. The AT will observe classrooms using the school’s observation form to ensure that at least three different instructional strategies are taking place each class period. Teachers will be provided feedback immediately. If necessary, a conference will be scheduled with the teacher to discuss any concerns.</p>
Utilize the Reading Period/Social Studies Blitz every day for two weeks to provide academic enrichment in Social Studies. (PACT mini lessons will be provided in the four content areas on a two week rotation basis.)	Social Studies Teachers Teacher Specialist on Site (TSOS)	July 2008	<p>Providing extended learning time for PACT-based mini lessons and encouraging Social Studies usage will support the attainment of this goal.</p> <p>Teachers will use the Blitz schedule to know when to teach Social Studies concepts. The Principal will prepare and provide the schedule. The Social Studies Department will develop and disseminate lesson plans for the teachers for the Blitz. Students will summarize the day’s lesson in their Social Studies journal; teachers will review the journals quarterly; blitz work will count 10% of the 4th period content area grade. The TSOS will collect all</p>

			documentation and submit a report each quarter to the Principal.
Provide differentiated instruction (DI) and daily-standardized test reviews (STRs) to enhance academic achievement.	Social Studies Teachers Administrative Team (A)T Title I Facilitator (TIF)	August 2008	<p>Differentiated instruction (DI) and daily-standardized test reviews (STRs) will address the needs of individual students who learn at different rates and have a wide range of abilities and experiences.</p> <p>Teachers will include DI and STRs on their weekly lesson plans; the AT will collect and review plans weekly for inclusion of DI and STRs. The AT will observe classrooms using the school's observation form to ensure that DI and STRs are taking place. The TIF will collect all documentation.</p>
Utilize the APEX lab to provide additional instruction on Social Studies.	Lab Proctors Social Studies Teachers Teacher Specialist on Site (TSOS)	August 2008	<p>Providing additional instruction on Social Studies will help students to improve academic achievement in this area.</p> <p>Schedule all Social Studies classes in the APEX lab every other week for 1 hour of remediation and/or enrichment. Lab work will count 10% in the students' Social Studies grade. Proctors will run monthly reports. The TSOS will collect all documentation and provide a quarterly summary for the Principal.</p>
Utilize the Teacher Specialist on Site to model lesson plans, demonstrate a variety of instructional strategies, create standardized test reviews (STRs), plan appropriate assessments, and conference with each Social Studies teacher at least once each week.	Teacher Specialist on Site (TSOS) Social Studies Teachers	August 2008	<p>Providing a Teacher Specialist on Site to teach and work with school faculty on a regular basis will help improve student achievement in this area.</p> <p>The TSOS will develop a monthly schedule for modeling lessons, a monthly packet of STRs, provide staff development for teachers on effective Social Studies strategies, and provide assistance in writing Social Studies assessments. The TSOS will provide agendas and minutes of meetings to the Principal at the end of each month.</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 70% of 7th grade students' reading MEAN RIT score will increase by an overall average of 3.3 points, 70% of 8th grade students' reading MEAN RIT score will increase by an overall average of 3.1 points, 70% of 7th grade students' math MEAN RIT score will increase by an overall average of 4.6 points, and 70% of 8th grade students' math MEAN RIT score will increase by an overall average of 4.3 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development on NWEA's DesCartes for Differentiated Instruction in ELA and mathematics.	Principal Title I Facilitator (TIF) School Leadership Team (SLT)	Sept. 2008	Using DesCartes allows teachers to identify specific skills and concepts students need to provide the most appropriate academic challenge for each student. Compile the professional development agendas, minutes, and evaluation forms. Share the results with the SLT. The TIF will collect the documentation, compile the evaluations and provide a summary for the Principal after each staff development session.
Observe at least 1 class in English and one in math per week and provide immediate feedback on instructional practices and assessment.	Principal Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	Classroom observations allow the administrator to see the various interpersonal interactions between the instructor and the students in the classroom. Review lesson plans, observe classes using the school's observation form and provide immediate feedback to teachers in writing or in a conference. When appropriate, hold conferences to discuss concerns/problems observed. The TIF will collect documentation and provide a monthly summary for the AT.
Meet with ELA and math teachers to analyze PACT data, review MAP reports, and set class goals.	Principal ELA & math teachers Title I Facilitator (TIF)	August 2008	Looking at current data is critical for making instructional decisions and improving student achievement. Meet weekly in August and September as well as after each MAP administration to analyze PACT data by class,

			analyze MAP reports by class, and develop a correlation of PACT-to-MAP for each student within the class. Identify students whose MAP scores indicate that they are within 5 points of reaching the next level of PACT. Set class goals based on data analysis. The TIF will collect all documentation and submit a report to the Principal after each MAP administration.
Schedule collaborative meetings for teachers to discuss instructional strategies, classroom assessments, review test data, etc.	Principal Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	<p>Meetings in which student data is used to start and lead conversations that focus on how best to improve the quality of learning for all students.</p> <p>The AT will develop a schedule of bi-monthly meeting dates; agendas and minutes of the collaborative meetings will be created by each collaborative team. The TIF will collect all documentation. The AT will review and provide feedback and/or appropriate action, if necessary.</p>
Provide opportunities for teachers, by subject area, to visit other schools and observe subject area classrooms.	Principal Title I Facilitator (TIF) School Leadership Team (SLT)	Sept. 2008	<p>Many teachers find that visiting other schools and talking with teachers in those schools are the best ways of getting practical knowledge.</p> <p>The SLT will research other schools similar to ours who are making substantial student achievement gains. The Principal will set up visits to several schools. The TIF will make arrangements for travel and substitutes. Teachers will share with their peers in collaborative meetings information gained from their visits. The TIF will collect all documentation and compile a report for the Principal after each visit.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 50% of the students' MEAN RIT score in 7th grade science will demonstrate an overall average increase of 4.8 points and 50% of the students' MEAN RIT score in 8th grade science will demonstrate an overall average increase of 6.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject, and 50% of the students in 7th and 8th grade social studies will demonstrate a passing score of 70 or more as measured by a district-developed Social Studies Benchmark test aligned to the Anderson 5 curriculum. The pre-test will be administered in the Fall of 2008 and the post-test in the Spring of 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development on NWEA's DesCartes for Differentiated Instruction in science.	Principal Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	Using DesCartes allows teachers to identify specific skills and concepts students need to provide the most appropriate academic challenge for each student. Compile the professional development agendas, minutes, and evaluation forms. Share the results with the AT. The TIF will collect the documentation, compile the evaluations and provide a summary for the Principal after each staff development session.
Observe at least 1 class in Science and one in Social Studies per week and provide immediate feedback on instructional practices and assessment.	Principal Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	Classroom observations allow the administrator to see the various interpersonal interactions between the instructor and the students in the classroom. Review lesson plans, observe classes using the school's observation form and provide immediate feedback to teachers in writing or in a conference. When appropriate, hold conferences to discuss concerns/problems observed. The TIF will collect documentation and provide a monthly summary for the AT.
Meet with Science and Social Studies teachers to analyze PACT data, review MAP reports, and set class goals.	Principal Science & Social Studies teachers Title I Facilitator	August 2008	Looking at current data is critical for making instructional decisions and improving student achievement. Meet weekly in August and September as well as after

	(TIF)		each MAP administration to analyze PACT data by class, analyze MAP reports by class, and develop a correlation of PACT-to-MAP for each student within the class. Identify students whose MAP scores indicate that they are within 5 points of reaching the next level of PACT. Set class goals based on data analysis. TIF will collect all documentation and submit a report to the Principal after each MAP administration.
Schedule collaborative meetings for teachers to discuss instructional strategies, classroom assessments, review test data, etc.	Principal Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	<p>Meetings in which student data is used to start and lead conversations that focus on how best to improve the quality of learning for all students.</p> <p>The AT will develop a schedule of bi-monthly meeting dates; agendas and minutes of the collaborative meetings will be created by each collaborative team. The TIF will collect all documentation. The AT will review and provide feedback and/or appropriate action, if necessary.</p>
Provide opportunities for teachers, by subject area, to visit other schools and observe subject area classrooms.	Principal Title I Facilitator (TIF) School Leadership Team (SLT)	Sept. 2008	<p>Many teachers find that visiting other schools and talking with teachers in those schools are the best ways of getting practical knowledge.</p> <p>The SLT will research other schools similar to ours who are making substantial student achievement gains. The Principal will set up visits to several schools. The TIF will make arrangements for travel and substitutes. Teachers will share with their peers in collaborative meetings information gained from their visits. The TIF will collect all documentation and compile a report for the Principal after each visit.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, 70% of 7th grade students’ reading MEAN RIT score will increase by an overall average of 3.3 points, 70% of 8th grade students’ reading MEAN RIT score will increase by an overall average of 3.1 points, 70% of 7th grade students’ math MEAN RIT score will increase by an overall average of 4.6 points, and 70% of 8th grade students’ math MEAN RIT score will increase by an overall average of 4.3 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA’s Grade Report by Subject.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide NWEA’s MAP assessment in reading and math.	District Staff Director of Federal/State Programs (DFSP)	July 2008	Providing NWEA products and services allows us to measure and promote academic student growth and school improvement. Prepare Purchase Order to renew licenses for MAP. Ensure that upgrades are completed before school starts and that schools are ready to begin testing in September. The DFSP will collect documentation and prepare a report for the Principal and the Superintendent.
Provide professional development for teachers on effective strategies to increase student performance on standardized testing.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	A planned process of education and/or training will benefit the teacher, student, and school system. Develop a timeline of professional development sessions; secure a trainer for each session; purchase any needed materials for each session; secure evaluation forms after each session. The DFSP will collect documentation and provide a quarterly report to the Superintendent and School Board.
Observe at least one classroom twice per month in both ELA and math.	District Staff Director of Federal/State Programs (DFSP)	Oct. 2008	Classroom observations will allow the administrative team to know what is going on in the classrooms. Develop a timeline of middle school observations; observe

			teachers bi-monthly using the district's observation form and provide immediate feedback. Conference with the Principal about any problems/concerns observed. The DFSP will collect the documentation and submit to the Principal each month.
Provide the Academy of Reading and Academy of Math for students who are within 5 points of reaching another level on PACT.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	<p>The Academy of Reading and Math will be used to target students for significant gains on reading and Math MAP RIT scores.</p> <p>Prepare Purchase Order to buy Academy of Reading and Academy of Math licenses. Provide staff development on the use of the Academies. The lab proctors will run monthly reports for the DFSP. The DFSP will collect all documentation and submit a report to the Principal and the Superintendent after each staff development session.</p>
Provide English and Math Coaches who will visit and observe classes and provide additional help as needed.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	<p>Coaches have proven to be an effective way to assist teachers with on-going staff development.</p> <p>English and Math Coaches are assigned to the school which allows the district to determine teaching needs and/or academic difficulties and to effectively respond to those issues. The DFSP will collect weekly reports from the coaches and compile a monthly report for the Principal and the Superintendent.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, 50% of the students' MEAN RIT score in 7th grade science will demonstrate an overall average increase of 4.8 points and 50% of the students' MEAN RIT score in 8th grade science will demonstrate an overall average increase of 6.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject, and 50% of the students in 7th and 8th grade social studies will demonstrate a passing score of 70 or more as measured by a district-developed Social Studies Benchmark test aligned to the Anderson 5 curriculum. The pre-test will be administered in the Fall of 2008 and the post-test in the Spring of 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide NWEA's MAP assessment in science.	Director of Federal/State Programs (DFSP)	Sept. 2008	Providing NWEA products and services allows us to measure and promote academic student growth and school improvement. Prepare Purchase Order to order science for MAP. Ensure that upgrades are completed as soon as possible and that schools are ready to begin testing in October. The DFSP will collect all documentation and submit a report to the Principal and the Superintendent.
Provide a district-developed pre- and post- Social Studies Benchmark test aligned to the Anderson 5 curriculum.	Director of Federal/State Programs (DFSP) Director of Elementary Education (DEE)	Sept. 2008	The Anderson 5 curriculum has been correlated to the South Carolina Standards and should assist in reaching this goal. The Director of Elementary Education will select teachers from each school to develop the benchmark test. The DEE will disseminate the tests to the schools for pre- and post-testing. The DFSP will collect pre-test and post-test scores from the school for documentation.
Provide professional development on effective usage of APEX.	District Staff Director of Federal/State	Sept. 2008	Online learning approaches to address critical education challenges and to raise achievement for all students will help to achieve this goal.

	Programs (DFSP)		Compile the professional development agendas, minutes, and evaluation forms. The DFSP will collect the documentation and provide a summary report for the Principal and the Superintendent.
Observe at least one classroom twice per month in science and in social studies.	District Staff Director of Federal/State Programs (DFSP)	Oct. 2008	Classroom observations will allow the administrative team to know what is going on in the classrooms. Develop a timeline of middle school observations; observe teachers bi-monthly using the district's observation form and provide immediate feedback. Conference with the Principal about any problems/concerns observed. The DFSP will collect the documentation.
Provide Science and Social Studies Coaches who will visit and observe classes and provide additional help as needed.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	Coaches have proven to be an effective way to assist teachers with on-going staff development. Science and Social Studies Coaches are assigned to the school which allows the district to determine teaching needs and/or academic difficulties and to effectively respond to those issues. The DFSP will collect weekly reports from the coaches and compile a monthly report for the Principal and the Superintendent.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Academy of Reading – A software program that delivers a powerful intervention solution that helps at-risk students achieve rapid, permanent gains in reading. The Academy of Reading uses a patented methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills of reading.

Academy of Math – A software program that is a reader-friendly math intervention solution that helps at risk elementary, middle and high school students develop computational fluency. The Academy of Math builds foundation math skills for beginner through to algebra-ready students in 10 skill areas that align to National Council of Teachers of Mathematics (NCTM) standards.

Administrative Team (AT)—consists of the principal, assistant principal, science and social studies specialists, data coach, and curriculum coordinator.

Anderson 5 Curriculum – The Anderson School District Five Approved Curriculum is a state-of-the-art curriculum guide developed by district teachers. The curriculum is reviewed and revised annually to ensure that all students are benefiting from an articulated curriculum that is aligned to the South Carolina State Standards, PACT, and MAP objectives.

Apex -- The Apex Learning® Academic Curriculum provides standards-based courses in math, science, English, social studies, world languages, electives, and Advanced Placement for grades 6 through 12. With the Apex Learning Academic Curriculum, schools are able to take advantage of a range of online learning approaches to address critical education challenges and raise achievement for all students — from those who are not succeeding in traditional programs to students capable of accelerating their learning.

Benchmark Test – A standardized test that serves as a basis for evaluation or comparison.

Collaborative Meetings – Meetings which offer avenues for meaningful conversation about creative partnerships, shared resources, and collaborative solutions across grade levels to address issues facing learners.

Curriculum on Wheels (COW)--a new, innovative, purple multimedia machine on wheels that offers interactive video presentations on a variety of topics in social studies, math, and science. It was developed under the premise that classroom education could be transformed to engage learners with multiple learning styles while supporting differentiated instruction.

DesCartes—a learning continuum that orders specific reading, language usage, mathematics, and science skills and concepts by achievement level

Differentiated Instruction--Differentiation is a way of addressing the needs of a range of learners within a setting. Instruction can be differentiated through content, process, products, and/or pacing.

Instructional Coach -- Instructional coaches respect teachers' professionalism and focus their efforts on two-way conversations that lead to creative, practical application of research-based practices. Instructional coaches see themselves and teachers as equal partners in the complex and richly rewarding work of teaching students. More than anything else, instructional coaches work in partnerships to accelerate teachers' professional learning through mutually enriching, healthy relationships. Instructional coaches are colleagues, friends, and confidants who listen with care and share valuable information with teachers at the time when teachers most need it.

Instructional Strategies – Instructional strategies determine the approach a teacher may take to achieve learning objectives. Instructional methods are used by teachers to create learning environments and to specify the nature of the activity in which the teacher and learner will be involved during the lesson. Examples of instructional strategies include teacher read alouds, anticipation guides, video streaming, curriculum on wheels, shared reading, sustained silent reading, word walls, technology integration, manipulatives, etc.

Measures of Academic Progress (MAP)— is a collection of computerized adaptive tests. The assessment is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. The results educators receive have practical application to teaching and learning.

NWEA--The Northwest Evaluation Association, a non-profit organization, engages in ongoing, supportive relationships with partnering school districts and education agencies throughout the United States. NWEA provides products and services to measure and promote academic student growth and school improvement through accurate assessments, timely reporting, practical classroom resources, and ongoing professional development.

PACT – The Palmetto Achievement Challenge Test is the state's standardized test administered in the Spring to students in grades 3 through 8 in English Language Arts, math, science and social studies.

Reading Period/Blitz —expressly designed 35 minute, core content focus class in which students are grouped according to RIT band scores; it includes a 5-10 minute PACT review, 20-25 minutes of silent sustained reading, and 5-10 minutes of journal writing.

RIT-- A RIT score is a number that indicates a student's instructional level. Students get an overall RIT score at the end of a Measures of Academic Progress (MAP) assessment.

RIT Band Score-- a scale developed by NWEA used to measure students achievement and growth. The RIT score relates directly to the curriculum scale in each subject area. Scores are reported with an associated confidence band, or standard error of measure and RIT score ranges are reported for each goal area of a test. The confidence bands shows the range in which the student would be likely to perform.

School Leadership Team (SLT)— a team that consists of teachers, on-site personnel, and administrators whose goals are to identify, address and assess school needs.

Science and Technology for Children (STC) Kits—inquiry-based, kit-based science curriculum that was developed by the National Science Resources Center with substantial funding from the National Science Foundation to improve the teaching of science in the nation's schools. STC closely aligns to the National Science Standards.

Silent Sustained Reading (SSR)—is a form of school-based recreational reading, where students read silently in a designated time period every day in school. Successful models of SSR typically allow students to select their own books and require neither testing for comprehension nor book reports.

Standardized Test Review (STR)— a 10 minute period in which the students focus on building standardized test skills in order to pass PACT, HSAP, EOC, and SAT, ACT

Student Goal Setting Worksheets – The MAP Goal Setting Worksheet engages students in planning and measuring their academic goals.

Teacher Specialist On-site (TSOS)— Teacher specialists are exemplary educators who serve as coaches and mentors for classroom teachers in specific content areas.

Title I Facilitator (TIF) – The TIF is an exemplary educator who augments and supports the school's curriculum and instruction in efforts of improving the quality of teaching and learning. The TIF assists the principal and school staff in the areas of curriculum, instruction, professional development, and data analysis.